

MOUNT VERNON

Geographic Area - Far South Side



Official School Name
Mount Vernon Elementary School

Address
10540 S Morgan St
Chicago, Illinois 60643

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
305	690	44%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 2	Underutilized	

Mission Statement as of May 2013

Mount Vernon Elementary's mission is to prepare our students to be successful communicators, collaborators, critical thinkers and responsible citizens who are ready to be successful in colleges and careers in the 21st century by providing rigorous and engaging instruction that incorporates the common core standards and 21st Century Learning Framework, and provides rigorous, authentic project-based instruction and learning activities in a technology supported learning environment.

School Priorities as of May 2013

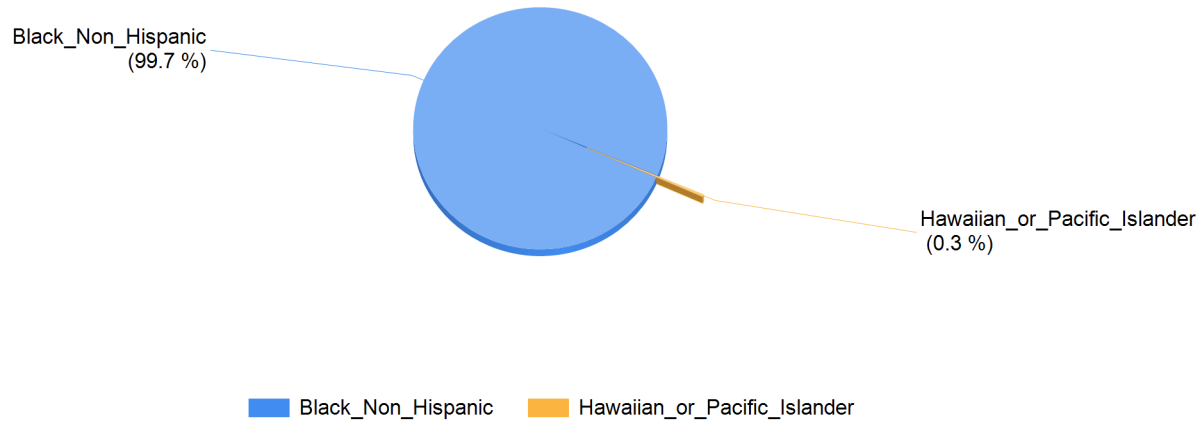
Description	Rationale
Common Core Instruction -We will transition into Common Core Instruction by focusing on deconstructing and unpacking the core standards. In accordance with the CPS common core framework, we will develop rigorous, engaging CCSS aligned units using texts and passages of appropriate complexity; implement with fidelity the instructional shifts in reading and math; implement best instructional practices related to close reading; develop and implement effective instruction strategies and learning activities that will lead to written responses to text-dependent questions as they relate to texts of increased complexity, developing and implementing instruction practices related to the eight common core mathematical standards and mathematical fluencies; developing and implementing a writing instruction program based upon the common core standards, and implementing school-wide learning experiences that incorporate project based learning, communications technology, independent reading, differentiated instruction, one-to-one reading and writing teacher/student conferences, and instruction strategies and performance activities that result in rich and rigorous conversations and written responses which are dependent on text.	As the world develops expanded opportunities to progress and achieve success, we must adequately prepare our students to take full advantage of these opportunities, as well as equip them to deal with the accompanying challenges. Acquiring factual knowledge is a key factor in survival and success in today's world, but equally as important in thriving in the 21st Century is the development of creativity, strong analytical skills, the ability to recognize and comprehend the "big picture", recognize patterns, and create solutions. The common core standards and our focus upon career and college readiness will not only increase our students' core knowledge, but it will also enhance their experience and competency in grappling with complex text, thinking critically, solving problems and being exposed to academic vocabulary, rigorous learning activities, and rich, complex text and real life experiences that are necessary to prepare our students to compete and thrive in college and careers in today's global society.

<p>Professional Learning System. We will Build Teacher Capacity Through Development of Instructional Leadership Teams that will take the lead in the learning involved in incorporating the common core and 21st century framework into our curriculum. The ILT is charged with the responsibility of assisting and supporting school leadership in school-wide goal setting, analysis of a variety of school wide data, and the planning, implementation, monitoring, and reflective monitoring of professional growth. The ILT will facilitate the development of a consistent and comprehensive professional development and collaboration plan for the year, develop and implement a protocol for ILT and teacher-level data analysis, and participate in decision making that advances the school's vision and mission. A Second major component of professional learning will be collaboration and support to teachers in unpacking and developing professional behaviors and practices that reach proficient levels in the new 2012 Chicago Teaching Framework.</p>	<p>This year, CPS is introducing a new Framework for Teaching that will for the first time in many years, provide teachers and administrators with a framework for reaching proficiency in teaching. Teachers will need support in unpacking and meeting the performance expectations of the new framework, and this can come from professional learning. Teachers also need to be provided with opportunities to expand their practice through focused interaction with other teachers. Teacher leaders will need to take more responsibility in working with their peers as well as the school in improving instruction and learning. Teachers will begin to see their professional roles and responsibilities in the learning community broadened and redefined. Deprivatizing instruction will become part of the culture and climate of the school. Making instruction public is a powerful means for change. There is a benefit in sharing successful practice. Sharing and having meaningful discussions centered around teacher practices and how those practices contribute to student performance all help to improve classroom instruction and school performance.</p>
<p>Twentyfirst Century Learning We recognize the need to move away from traditional methods of teaching and bring into the classrooms new and innovative approaches to teach core content and the skills needed for our increasingly information driven and technologically powered society. Thus, we will adopt elements of the 21st Century Framework that promotes integration of such skills as critical thinking, problem solving, and use of digital technology to communicate what students have learned in core academic subjects. We will address a holistic view of 21st century teaching and learning that encompasses a focus on 21st century student outcomes. These outcomes blend specific skills, and content knowledge with innovative support systems to help students master the multidimensional abilities required of them in the 21st Century. We will develop students' information, media and technology skills, and incorporate the 4 C's of learning and Innovation skills—critical thinking, communication, collaboration, and creativity—through project based learning. All students will be required to complete 4 projects each year. These projects will require the students to learn standards based content, and use technology skills. In addition, the students, will produce 4 documentaries that will demonstrate their learning for each quarter.</p>	<p>For the last two years, our school has been part of the Additional Learning Opportunities program, which has provided our students with 220 laptops for all of our 1st through 8th grade students, as well as a comprehensive software curriculum from Compass Learning systems. We would be remiss to not use this great technological resource to enhance our instructional program by developing individualized enrichment and remediation experiences to our students, as well as opportunities to enhance our common core curriculum. In addition, our vision includes the development of articulate students who can communicate effectively. We intend to use technology to nurture our student' oral and written communications skills, and demonstrate their learning through authentic projects, including digital movie-making, p.s.a's and other technological innovations.</p>
<p>Creating safe and civil schools /social-emotional learning. We want to create a positive and proactive school-wide and classroom environment for our children, where all staff works to continuously improve student behavior and create a culture of calm, respect, and safety for our students and staff. By establishing this positive and proactive culture, we hope to maximize instruction time, promote healthy, trusting relationships among our students, reduce school suspensions and increase school attendance and student engagement. Also key to the development of this positive climate is the development of multi-tiered support systems for students' behavioral and social-emotional needs.</p>	<p>In order to be a successful urban school, there must be a school wide discipline plan, policies, and procedures. Students, parents, and teachers all want a safe and civil school. Most urban schools are located in some of the most dangerous parts of the city. The school then becomes a safe haven from the neighborhood violence. The school has to establish itself as a safety zone. Students cannot thrive in an environment of chaos. Rules and school policies have to be shared, learned, adhered to, and adopted by all. Teachers, Educational Support Staff, Lunchroom personnel, and janitorial staff all have to know the policies, speak the same language, and enforce the same consequences. These norms then must be communicated to the parents and families. They have to be reviewed, revisited, and re-enforced on a daily basis.</p>

Programs & Services

Advanced Placement Courses	No
Creative	Choir/Chorus
CTE: Citywide	No
CTE: Other	No
CTE: Traditional Academy	No
CTE: Traditional Program	No
Health and Wellness	Crisis Intervention Services, School-based Dental Services
IB Wall-to-Wall/Programme	No
Parent and Community	Parent Patrol
Scholastic	Additional Learning Opportunities (ALO), Supplemental Educational Services (SES) Tutoring
School-wide Programs and Models	Early Childhood Program, Kindergarten, You Be the Chemist, Supplemental Educational Services (SES) Tutoring, Community Schools
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Basketball, Boys' Cross Country, Cheerleading, Double Dutch, Girls' Basketball, Girls' Cross Country, Girls' Track
Supports And Resources	Students have access to art, library, and physical education classes. The school also offers special education services to qualified students. Mt. Vernon students have access to the Internet through a computer lab and classroom computers. Students can earn awards for perfect attendance, citizenship, and most gains in test scores.
Theme Based Magnet	No

% of students by race/ethnicity



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
16.07	0.33	94.75	0.00	55.5	71.5	N/A

General Information	
School Level	ES
Geographic Network	Rock Island Elementary Network
Geographic Area	Far South Side
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	82,500
Year Constructed (MAIN)	1928
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	82500

Schools Co-Located on Campus
School Name

Campus-wide Air Conditioning	
A/C Level	Full
Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2012	
		<u>Facility Systems Assessed (by Phase)</u>
	\$670,389.72	<i>Exterior</i>
	\$2,928,271.06	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,668,313.79	<i>Interiors</i>
	\$59,017.53	<i>Site</i>
Total Campus Need	\$5,325,992.10	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Renovation
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	0
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	YES
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	49	25	38	29	39	27	33	34	41	50	0	0	0	0		316
2007	52	32	34	37	32	39	31	38	45	50	0	0	0	0		338
2008	32	16	26	29	39	22	38	37	27	43	0	0	0	0		309
2009	50	29	26	35	28	40	21	31	26	28						235
2010	60	33	28	30	38	21	34	25	27	22	0	0	0	0		318
2011	52	32	39	35	34	23	24	35	20	23	0	0	0	0		317
2012	51	30	28	30	28	25	23	22	30	23	0	0	0	0		290
2013	41	32	33	31	35	30	26	29	22	22	0	0	0	0	18	319

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	40	30	31	33	29	34	34	25	29	23	0	0	0	0	29	326
2015	40	31	32	33	32	29	39	33	25	29	0	0	0	0	25	340
2016	40	30	32	32	31	32	31	37	32	26	0	0	0	0	32	341
2017	40	30	32	33	30	31	35	30	37	33	0	0	0	0	37	349
2018	40	30	32	33	31	30	34	34	30	38	0	0	0	0	30	350
2019	40	30	32	33	31	31	33	33	34	31	0	0	0	0	34	346
2020	40	30	32	33	31	31	34	32	33	35	0	0	0	0	33	349
2021	40	30	32	33	31	31	34	33	32	34	0	0	0	0	32	348
2022	40	30	32	33	31	31	34	33	33	33	0	0	0	0	33	348
2023	40	30	32	33	31	31	34	33	33	34	0	0	0	0	33	349